

How *Community Works* Meets the Standards of Learning

Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
Session 1 Creating a Community Vision			
Students identify what makes a safe community and practice effective communication skills. Students learn about <i>Community Works</i> and program expectations.	• The place of law in American Society (NSCG III.D.1) • Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 2 What Is Crime?			
Students learn how crimes are categorized and identify which type of crime most affects their community.	• Judicial protection of the rights of individuals (NSCG III.D.2) • The rule of law (NSCG I.B.2)	None	None
Session 3 Victims of Crime			
Students analyze how crimes affect victims and what they can do to help crime victims.	• Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2)	• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 4 Safe and Secure Communities			
Students identify specific ways they can increase the safety of their communities.	• The role of organized groups in political life (NSCG II.B.3) • Civic responsibilities (NSCG V.C.2)	None	• Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)

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Session 5 Where Are We Safe and Unsafe?			
Students use crime reports to map areas of low and high crime to identify safe and unsafe areas in their community.	• Knowledge and participation (NSCG V.E.5)	• Read a wide range of print and nonprint texts . . . to acquire new information; to respond to the needs and demands of society . . . (ELA 2) • Conduct research on issues and interests by generating ideas and questions, and by posing problems. (ELA 7)	None
Session 6 Our Community's Resources			
Students learn what resources are available within their community that promote crime prevention and provide assistance to crime victims.	• The role of organized groups in political life (NSCG II.B.3)	• Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8)	• Demonstrate the ability to access valid health information and health-promoting products and services. (NHES 2)
Session 7 Your Conflict Choices			
Students identify conflict styles and analyze different ways to manage anger and conflict.	• Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 8 Conflict, Communicating, and Working Together			
Students learn strategies for engaging in negotiation to find solutions to conflicts between groups and individuals.	• Judicial protection of the rights of individuals (NSCG III.D.2) • Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)

How *Community Works* Meets the Standards of Learning *(Continued)*

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Session 9 Planning a Project			
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	Forming and carrying out public policy (NSCG III.E.6)	- Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) - Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8)	- Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) - Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)
Session 10 Designing a Project			
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	Forming and carrying out public policy (NSCG III.E.6)	- Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) - Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8)	- Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) - Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)
Session 11 Doing a Project			
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	Forming and carrying out public policy (NSCG III.E.6)	- Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) - Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8)	- Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) - Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)